

THE PERSONALITY – CENTERED MODEL OF THE UNIVERSITY EDUCATIONAL SYSTEM ON THE NEURO-LINGUISTIC BASIS AS A NEW PEDAGOGICAL SYSTEM

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ABSTRACT

The article develops the author's concept of overcoming crisis in education through the establishment of new educational systems; in particular, one of the areas of technology personal centered training - personality -centered university model -based techniques of neurolinguistic programming (NLP). The main ways and difficulties of implementation of this process on the basis of Kazakh-Russian international university's practical experience of almost decade are generalized in this article (Kazakhstan, Aktobe).

KEYWORDS: Modernization of Education, New Pedagogical System, Personality – Centered Model of University on the Basis of Technology Neuro Linguistic Programming, Educational Project, Self-Actualization of Students and Professors

INTRODUCTION

In the late 20th century in higher education negative trends have hampered the modernization processes, and as a result led to the inability to compete on the international market. The absence of modern requirements and the international standards of intellectual, personnel, material potential led to drop off level and quality of training, labor market glut by unclaimed specialists. The crisis that emerged in the field of education, required modernization of the existing educational system that would provide the fundamental progressive change to meet the requirements of society innovative development.

This raises the need for a definition of “pedagogical system”, it is the system, and under what circumstances we are talking about the crisis and its need for a new pedagogical system.

Pedagogical system is an integral and inalienable part of the surrounding social and educational environment. With the awareness of the concept of “pedagogical system” begins the process of gaining insight into the educational phenomena. Pedagogical system, we define as a set of interconnected structural and functional components, subordinate objectives of education, training and education of the younger generation and adults. The interaction of these components eliminates a gap between them; changing one parameter interdependent influences all the others.

Hence there is need to build a pedagogical system that would ensure the integrity and coherence of all structural components, in case one of them is excepted – there is no system in the whole.

One of such structural components is **the conscious requirement of society and the state** for specialists of a new formation, ability to solve a new kind of tasks and demanding in this regard the corresponding modes of transforming knowledge, experience, and education of certain properties of the personality, behavior, and relations.

The President of the Republic of Kazakhstan Nursultan Nazarbayev gave rise to this process in his Address to the Nation as of March 19, 2004, titled “Towards competitive Kazakhstan, competitive economy, competitive nation!”, where

he specified the role of education in the nation's competitiveness. It was defined as a strategic task to reform the appearance of a professor of a new formation.

In October 2004 “State Program for Development of Education in the Republic of Kazakhstan for 2005-2010” was approved by the Presidential Decree, in fact, it was the main strategic plan for country's education development.

In the State Program on the Development of Education in the Republic of Kazakhstan for 2005-2010, the development of higher education includes the development and introduction of advanced systems and teaching technologies. One of these advanced systems and teaching technologies, meeting world's best practices in education, is a **student-centered learning** as a universal mean to organize the educational process.

The ideas of student-centered learning are reflected in the works of the great classics of pedagogic such as Jean-Jacques Rousseau, H. Pestalozzi, Maria Montessori, Sh.A. Amonashvili, M.P. Shchetinin, V.F. Shatalov, S.N. Lysenkova, I.S. Yakimanskaya, E.N. Stepanov and etc.

The major task that we faced was to create a personality – centered educational process on the basis of the development of individual self-education models of a student, self-education models of a training group and consequently, the whole university.

Basis of teaching and educational process at our university is personality – centered approach. It should be noted that the awareness of the need for this approach in the educational activities of the university does not guarantee the efficiency of its use in teaching practice. Currently, you can find a lot of white spots in the researching the use and application of personality- centered approach to educational activities of a teacher.

In this regard there was a need not only practical activities, but also research studying and development of theoretical and methodical bases of personal focused training of students.

Using the individual approach involves personal characteristics of the student, but there it should not be understood only the development of his personality, but the implementation of other educational goals, the development of student knowledge and skills in the form of integrated social experiences that contribute to the development of personal qualities.

For the implementation of the new educational system - personal – centered university model it is necessary to identify ways of achieving the objectives.

Today it is obvious that it has been identified and defined the specific means, forms and methods of pedagogical influence on the present contingent of students, allowing implementing objectives of this new system.

In terms of our education system, we still cannot talk about the integrity, stability, adaptability, observability (fixing actual effects) and the visibility of the existing educational system. So there is a need to upgrade technology and develop new educational system.

For the implementation of educational activities in the new pedagogical system, we chose technology Neuro Linguistic Programming (NLP) as the most effective psycho technology and methods of training with student-centered approach.

Creating a new educational system requires new approaches and technologies. The solution to these problems, we consider the light of NLP technologies that emerged in the U.S. in the early 70-ies of XX century.

NLP - as the direction of applied psychology, is based on G.Beytsona's epistemology and his theory of transforms, works on the ecology of the mind, communication theory, and the theory of logical types after B Russell, linguistic patterns trance states in M.Eriksona communication, linguistics, N. Chomsky, the development of behavioral psychology K.Pribrama etc.

However, in our chosen pedagogical system great attention is paid to the specifics of the organization and structure of the curriculum, teaching methods, research. It should be borne in mind that the structuring of educational material, the organization of all phases of contact hours, the organization of the Individual Work of Students and Research Work of Students techniques are based on technological learning, excluding one-sided knowledge-educational paradigm.

Personality-centered model of university is a learning education project; which is focused on the individual as students and teachers.

As a rule, the introduction of a new educational system requires teachers, consistent with the objectives, having a certain information, means of communication, psychological knowledge and skills of psycho-pedagogical training.

In the context of the new pedagogical system our university conducts its fruitful academic and research activities since 2004. During this period, the university has repeatedly held training seminars, training courses, international conferences and other events designed to train teachers of the new image.

The research shows that the effectiveness of this innovation requires a certain level of students' training, which is the main participant in the educational process. In this case the individual capabilities of each student are focused on. This phase of training is called an adaptation period, following which a student, having learned his personality and individual capacities, can independently choose and recommend the forms and methods of training, which, in his opinion, are the most appropriate.

Specially developed intensive psychological and pedagogical training "The Fundamentals of Self-Education. Learn to study" as the form of generative learning. (Within one month).

In this course, students study the psychological system, identify their leading representative of the system, and are the study of subjective experience as determined by the levels of mental strategies, personal identity, ability, beliefs and values that will ultimately determine the development of individual models of student learning - learning group - university as a whole.

University teaching experience gained over the last ten years, showed that significantly increased the level of psycho-pedagogical conditions of the educational process, the level of development of students' scientific and creative thinking, the level of students' and teachers self - expression.

CONCLUSIONS

Thus, we present the modernization of the educational system, which are solved in our university through the development of student-centered educational model at the University of Neurolinguistic Basis. This paper describes the first phase of the introduction of a new model of learning.

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